THE JOURNAL OF EDUCATION

Volume 128 MAY, 1945 Number 5

OUR SEVENTIETH YEAR . . . OLDEST SCHOOL MAGAZINE IN AMERICA

Language Picture Out of Focus	LOUIS FOLEY
How Basic English Is Really Taught	I. A. RICHARDS
It's All in How You Teach Them	MEADER G. PATTINGTON
Remedial Reading in the High School	CHARLES L. KOPP
A Committee to "Nip" Community Problems	BENJAMIN KLAGER
Apostle to the Blind	FRANK M. RICH
The Only Discipline that Works	DOROTHY G. PARK
College Composition and the Lower Schools	PAUL R. SULLIVAN
Don't Sit Under the Apple Tree	JEAN C. SOULE

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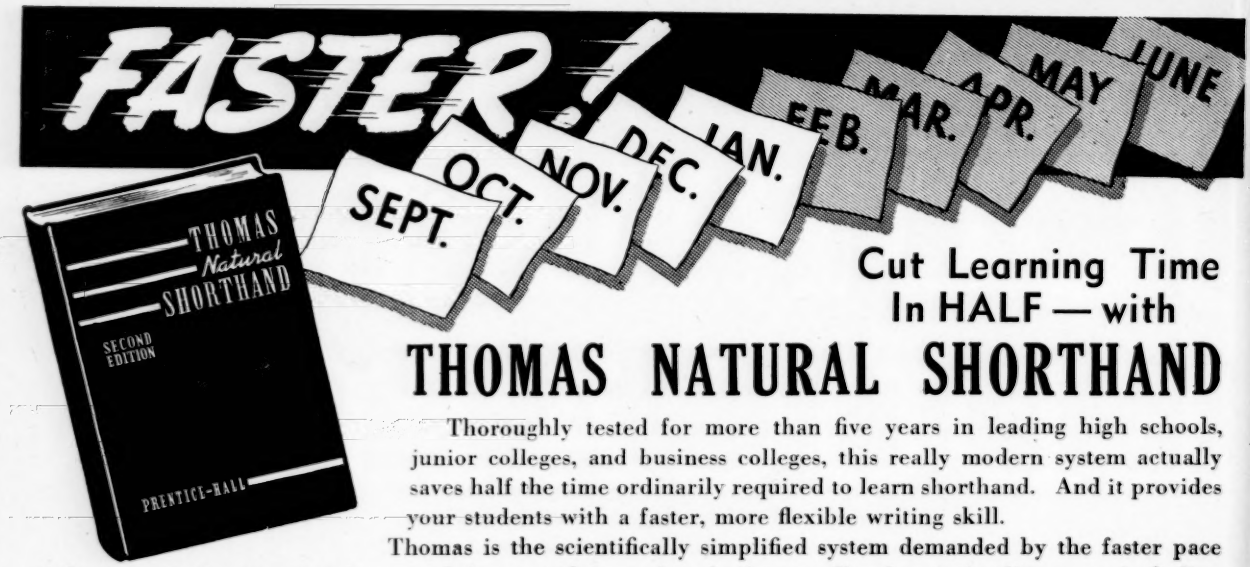

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Contents:

TEXTBOOKS IN REVIEW 150
EDITORIALS 153
LANGUAGE-PICTURE OUT OF FOCUS Louis Foley 155
HOW BASIC ENGLISH IS REALLY TAUGHT I. A. Richards 158
IT'S ALL IN HOW YOU TEACH THEM Meader G. Pattington 159
REMEDIAL READING IN THE HIGH SCHOOL Charles L. Kopp 161
A COMMITTEE TO "NIP" COMMUNITY PROBLEMS Benjamin Klager 163
PEPPER RELISH Frank M. Rich 164
TO BILLY—DEAD AT BASTOGNE Florence B. Jacobs 166
I MAY BE RIGHT—I MAY BE WRONG William C. McGinnis 167
THE ONLY DISCIPLINE THAT WORKS Dorothy G. Park 168
COLLEGE COMPOSITION AND THE LOWER SCHOOLS Paul R. Sullivan 170
DON'T SIT UNDER THE APPLE TREE Jean Conder Soule 171
NEWS DIGEST 173
GRINS BETWEEN GRINDS 178

as we go to press . . .

We dare say that some of the best articles on educational topics have never yet been written—and all because people like you, Kind Reader, thought they couldn't write well enough to satisfy an editor. But you wouldn't take such an excuse from a pupil, now, would you?

▼

In the event that any of you do—as we hope—try your hand at something for this pedagogical compendium, a few hints may help.

1. Don't be longwinded. Anything over 1500 words has to be extra good or we just haven't the space.

2. Don't tell what everyone knows. Find something new or different.

3. Don't deal in abstractions, or, if you do, give concrete examples.

4. Don't try to cover too many points. To cover may mean to bury. The best article brings out one main point and makes it stick.

5. Don't scold. If you have something to criticize, be constructive.

6. How a problem was actually met and more or less solved is more interesting and useful than how it might, could or should be tackled; though some problems have to be met on paper first.

7. While we appreciate a good literary style and all other evidences of careful writing, we can forgive a lot in that line if the subject matter has value. Between ourselves and the printer we can usually repair the spelling or bad grammar that, alas, occur in the compositions of some, alas, teachers.

But what are we saying? Let's keep this dark.

8. In typewriting, leave space between lines and use a good ribbon. Put on enough postage. Enclose stamps for a possible return trip, please.

One of the best reasons for writing is the tonic effect it has on your own thinking. Plenty of contributors have told us this. But of course there is the other side. To get an article into a professional journal is to share something of your own with others.

▼

All of which is meant to be an invitation and a challenge.

As for spoiling your vacation, when was a vacation ever spoiled by keeping mentally alert and occupied?

XUM

TEXTBOOKS IN REVIEW

A Basic Vocabulary Of Elementary School Children

Surely a precise knowledge of children's vocabulary is desirable groundwork for the writer of textbooks or stories for children. While considerable research has been done in this field, no one appears to have undertaken nearly so extensive a study as that now available in *A Basic Vocabulary of Elementary School Children* by Henry D. Rinsland. Favored by a grant of $25,000 from WPA and the University of Oklahoma, and having the cooperation of 708 elementary schools, Dr. Rinsland and his assistants examined over 100,000 compositions, no two by the same child, and tabulated each word as to its frequency of occurrence. The resulting book gives the data for every word thus found to occur three or more times in the compositions of any one grade—for it was by grades that the results are given. The compositions, which were of various types from stories and essays to examination answers, carried a total of 6,000,000 running words. A surprising discovery was the fact that upwards of 25,000 different words had been employed by the children of all grades who wrote these papers. From convenient symbols, one may quickly ascertain for each word whether it belongs in the 100, 200, 500, 1000 or 5000 words most often used. Again, by consulting one of the tables, one may learn for any particular grade, what percentage of the child's entire vocabulary is made up from the first 100, 200, 500, etc., words. Dr. Rinsland has done for the vocabulary of children what Thorndyke and Horne had previously done for that of adults, and in an area where such research is obviously more essential. Already the findings of the Rinsland survey have been made the basis of a series of spellers, *The Pupil's Own Vocabulary Spellers,* by Gates, Sartorious, Peardon and Rinsland (Macmillan), and it will undoubtedly be put to work in the preparation of other material for boys and girls, with consequent closer adaptation of these materials to the word ranges of prospective users.

Of course nothing could be more absurd than to infer that this factual investigation of children's actual vocabularies is meant in any way to draw a fence around such accustomed usage and thus to keep out other serviceable words from literature or texts for children.

A BASIC VOCABULARY OF ELEMENTARY SCHOOL CHILDREN, by Henry D. Rinsland. Macmillan Company, New York. $6.00.

New World Neighbors

Four more members of the New World Neighbors family have arrived on the scene. The result is that a lot of fortunate boys and girls can almost see with their own eyes the salmon fisheries and other sights of Alaska; can hear the stories of five generations of a Puerto Rican family with adventures paralleling events in the United States; can learn about the customs and races of the Hawaiian Islands; or can visit in imagination the Philippines of prewar days and observe what went on in cities, villages and rice fields. Pictures help the lively narrative to become more vivid. These little cloth-bound readers hold the same charm one finds in the preceding volumes of the set. All are by different authors.

NEW WORLD NEIGHBORS. Four new books on Alaska, Hawaii, the Philippines and Puerto Rico. D. C. Heath and Company, Boston. 40 cents each.

World Geography

Will you take your geography on the wing or on the walk? If you still prefer the walk, this more accustomed approach is available in freshly published texts. For instance, there is *World Geography,* by Thurston and Faigle.

Its procedure resembles that of earlier geographies in many respects. But there are departures showing an original touch. A chapter on maps discusses older and newer styles, showing the efforts in recent years to overcome distortions and discrepancies. Instead of describing country after country in the old way, with resources, products and physical features, this volume lists and describes the main occupations of mankind and hitches lands and regions to these occupations. The publishers claim something exclusive in the section on Dependencies. Here is a treatment of empires and how they grew up through the desire of the more advanced or venturesome nations to obtain more land or more raw materials. No doubt the lands thus annexed did become more productive, as this text points out, but the fact that human beings were exploited could have been brought out. Yet this part of the book gives a remarkably clear background for the understanding of mankind's major problem—the strains and rivalries that lead to wars. Aviation and its bearing on neighborly relations is not neglected, but gets a chapter of its own, with an explanation of what makes an airplane fly. Maps and tables make up a full appendix. Illustrations and bar graphs are used effectively throughout. It's a text you will want to look at when hunting new geographies.

WORLD GEOGRAPHY, by E. L. Thurston and E. H. Faigle. Iroquois Publishing Company, Syracuse, N. Y. $1.96.

The Authoritarian Attempt to Capture Education

While no book with that title can hope to become a best seller, a number of American savants have contributed the essays which make of this book a worthy symbol of honest thinking. The papers were originally given as addresses before a conference on the scientific theory and democratic faith which was held in New York City in 1944. From John Dewey's introduction, titled "The Democratic Faith and Education," through discussions by Irwin Edman, Sidney Hook, Harry D. Gideonse, Gerald Wendt, V. T. Thayer, Edwin Burtt, Horace L. Freiss and others, runs the core of an earnest attempt to clarify the proper goals of a free society and to point out the lurking dangers of any attempted intellectual monopoly or

limitation from whatever source it may arise. The chapters on "Education for Liberation," on the limited freedoms of the press and radio, and on the relations between democracy and religion should receive consideration by both reactionaries and liberals and by persons in between. Nowhere do we find in this compendium of seasoned opinions by scientists, philosophers, educators and religionists any tendency to put forward their own specialty as a cureall for society. The common message of the authors is to be on guard against any group that seeks to dominate any large area of thinking or to claim too much for its particular theories or approaches to the great riddle of what makes for mankind's finest self fulfilment.

THE AUTHORITARIAN ATTEMPT TO CAPTURE EDUCATION, by Dewey, Hook, Murphy, and others. King's Crown Press, New York. $2.50.

Plane and Spherical Trigonometry

For a gradual and orderly building up of proficiency in trigonometry, the text by Seymour and Smith deserves attention. Approaching the subject through the acute rather than the general angle, the authors have provided full and lucid explanations, illustrative examples, abundant exercises sorted as to difficulty, and a suitable program of reviews. Problems of air and water navigation and other applications which the war has brought into focus, have been given due attention. There is expanded treatment of spherical triangles. A thorough introduction to logarithms and a description of the slide rule are included. Tables take about a dozen pages.

PLANE AND SPHERICAL TRIGONOMETRY, by Seymour and Smith. The Macmillan Company, New York. $1.80.

Unitexts

After browsing through the latest batch of Row, Peterson Unitexts, we are inclined to think the schools are due for an epidemic of excited interest in zoology, botany, ornithology and the fishy equivalent thereof. The ten booklets, written for the most part by Bertha M. Parker or Glen O. Blough, contain a maximum of useful information presented attractively in a minimum of space, and the accompanying illustrations are enough to set any school boy dreaming. Knowing the Bostelmann National Geographic watercolors, we were not surprised to find that "Animals of the Seashore" are fantastically beautiful, but it took "Plant Factories" to show us that a leaf cell in action may be equally alluring.

Other titles in this pamphlet series include "Saving Our Wild Life," which treats extinct and threatened plants and animals; "Animals and Their Young"; "Birds in the Big Woods"; "Animals that Live Together," an exposé of communal life from bee hive to beaver town; "The Pet Show," detailing the care and feeding of all common pets; "How the Sun Helps Us"; "Useful Plants and Animals," and finally an introduction to chemistry called "What Things Are Made Of." In most cases, the story form is used. These books should delight children of upper elementary and junior high school age.

UNITEXTS (ten new titles), by Parker, Blough and others. Row, Peterson and Company, Evanston, Ill. $.40 each.

Have You Tried Paper Troopers?

Paper is essential for the proper functioning of schools. It is fitting therefore, that schools do their part along with other civilian institutions to help overcome the shortage of waste paper that seriously threatens the war effort. Waste paper, as you know, is a necessary raw material in the manufacture of paper and paper board. Only by increasing the flow of waste paper to the mills during this emergency can paper production reach the peak demanded by military and essential civilian needs.

Many school administrators, teachers and students—you among them, probably—are giving generously of their time and effort to help collect waste paper. Their work is deeply appreciated by all concerned, The Paper Trooper Plan for waste paper collections in the school has been devised by the War Production Board in cooperation with the U. S. Office of Education and the National Education Association. If your school is not utilizing this Plan you may find it a means of increasing collections by students. Of if you have no present waste paper program, the Paper Trooper Plan affords a means of getting started. Full information about it can be obtained by writing your Chief State School Officer or Emery W. Balduf, Chief of the School-College Unit, Salvage Division, WPB, Railroad Retirement Building, Washington, D. C.

Psychology

Recent surveys, revealing an increased demand on the part of both students and teachers for high school psychology courses, have led a former teacher of high school psychology to produce a text admirably fitted to this purpose. Throughout *Psychology, Principles and Applications,* author T. L. Engle has kept definite, practical aims in mind. The problems of effective study methods, vocational guidance, worthy use of leisure, personality development, home and community participation, and other questions uppermost in the minds of teenagers have received ample treatment. To counteract the recent pseudo-test epidemic in popular magazines, an excellent section debunking fake "psychology" has been included.

Written in clear, simple terms, the book lays a foundation for scientific understanding and proceeds to an over-all survey in which more emphasis is placed on sound mental hygiene than on abnormal psychology. Such matters as friendship, love, crime and social problems have been handled in a straight-forward manner that neither begs the issue nor threatens to offend Mrs. Grundy. A good illustration of the concrete presentation is the tie-up made between the principles of distorted perception and their application to the bobby socker's attire. A teachers' manual and objective tests will soon be available.

PSYCHOLOGY, PRINCIPLES AND APPLICATIONS, by T. L. Engle. World Book Company, Yonkers-on-Hudson, New York. $2.12.

Spelling to Write

Spelling is one of those arts in which most schools have advanced backward. It would be interesting to know how many pupils nowadays never see a spelling text and must copy lists of words from the black-

board whenever their teacher decides to give them a spelling lesson. Such copying of improvised word lists represents a needless loss of efficiency, when well planned spelling books are making their appearance, usually in flocks of six or seven. Latest to pass this reviewing stand is a series called *Spelling to Write*. It comes in seven slender books assorted for grades two to eight. Each book contains the usual thirty-six weekly lessons. A typical lesson begins with a bit of a story, a paragraph introducing the new words to be studied. This is followed by directions for playing around with given words until each is mastered. Tests and reviews are provided. The lesson stories are related to various subjects the pupil is pursuing; yes, the word is "correlation." Beginning with the third book, there is a deliberate glider movement toward the dictionary habit. Syllabification and pronunciation are given due attention, naturally increasing as the course progresses. The grading seems good. The stories are no more forced than they have to be. The vocabulary may not conform precisely to scientific specifications but looks to be sane and reasonable. Pupils who possess the essential means of learning to spell should find such texts as *Spelling to Write* an excellent guide. Incidentally, the practice prescribed all along the way in picking words apart and comparing them is valuable drill in how to study almost anything.

SPELLING TO WRITE, by Arville Wheeler and Clyde B. Moore. D. C. Heath and Company, Boston.

Living Together

For youngsters in the first grade, *Living Together at Home and at School* provides a number of experiences coupled with social concepts every child should have. In fact, the whole purpose of the Elementary Social Studies Series, of which the books for grades one and two are ready, is the planting of those ideas that make for wise and happy community life.

Book Two is titled *Living Together in Town and Country*. While the stated aims of each chapter or section, as given in the table of contents, strike you at first as impossibly ambitious, you examine the text itself, and find that it proceeds in simple language and with interesting movements to do precisely what is stated.

It is surprising how enjoyable the experiences of the children have been made, as they learn various aspects of living with other people; the interdependency of the home, the school, of farm and city, of the family and transportation, communication and municipal services. There is nothing like getting the right view of society at an early age, and these new readers should prove valuable at that point.

LIVING TOGETHER AT HOME AND AT SCHOOL; LIVING TOGETHER IN TOWN AND COUNTRY (Books I and II of Elementary Social Studies Series), by Cutright, Charters, and Clark. Macmillan Company, New York. $1.20 each.

Fundamentals Of Algebra

When that first year of algebra has sunk in or been forgotten, the choice spirits that aspire to higher learning are given another exposure. It may take a half year or a whole year or something in between. The algebra previously studied must be reviewed at length. In Nyberg's *Fundamentals of Algebra, Second Book*, this review occupies the first three-eighths of the book; even more, if the first year included quadratics. The text covers the usual ground of second year algebra. The arrangement is neat. The explanations sampled by your reviewer were found clear, with occasional signs of human sympathy sifting through. The exercises are well divided for a longer or shorter course. Recapitulations are numerous. The treatment suggests careful gradation; streamlining without sacrifice of principles.

FUNDAMENTALS OF ALGERBA, SECOND BOOK, by Joseph A. Nyberg. American Book Company, New York. $1.60.

The English We Need

The title shared by these two texts for years one and two of high school suggests utility and the absence of frills. And if we examine *The English We Need*, we find it pretty well squares with its title. It combines a certain amount of anthology with the other material in each volume. Thus the first volume gives samples and excerpts illustrating short stories, poetry and drama, while the second volume treats similarly such non-fiction types as biography, travel and the essay. In all cases, reference is made to a wide range of books likely to be available in the school or community library.

English for use in everyday situations is presented in what promises to be an effective manner. There are many exceptionally appealing photographs and, in general, there is good motivation. Book One reviews the basic facts of English grammar and usage. Book Two, in its corresponding section, goes more thoroughly into points of sentence structure and style. The numerous activities suggested for the pupils are graded in difficulty for a minimum and a maximum course. These manuals avoid the ultramodern fashion of stuffing the English course with everything under the sun. *The English We Need* gets down to earth.

THE ENGLISH WE NEED by Bell, Johnson, Godman and Cotner. The John C. Winston Company, Philadelphia. $1.80 each.

Beginner's American History

A schoolbook that has survived fifty years and now appears in its Second Revised Edition surely deserves honorable mention. *The Beginner's American History* is still ascribed to D. H. Montgomery, whose history texts were current a generation or two ago, though others have retouched and added to his work. The plan of the book is simple. It is that of teaching history through biography. Some thirty-four persons form Columbus to Franklin Roosevelt, who have played leading roles in the development of our country, are treated in almost as many chapters. The succession of stories, with their references to concurrent life and events, give a sort of introduction to this nation's history that should prove interesting and leave lasting memories. Each biography is accompanied by questions and suggested activities—not too numerous or too difficult. The list of chosen personalities includes Eli Whitney, Clara Barton, Edison and Ford, as well as more obvious figures. Thus the emphasis is not altogether on our political and military heroes. Teachers who prefer this type of material for their classes commencing history, will be glad this new edition is available.

THE BEGINNER'S AMERICAN HISTORY, by D. H. Montgomery. Ginn and Company, Boston. $1.12.

Editorials

Victory in Europe

Experience, taken with intelligence, makes for maturity. The American people showed unmistakable maturity in their restrained, solemn and even religious observances of V-E Day on May the eighth. While only half a war had been won and this fact properly tempered the enthusiasm, the same enemy we had supposedly beaten in 1918 had been more thoroughly whipped this time than when the great armistice set us to dancing in the streets. Now the industries, the cities, the power plants, bridges, and railroads of Germany itself are in ruins. The only limits to what the conquering allies may do to their prostrate foe are such as may be set by the victors themselves. That there will be clemency and consideration far beyond anything the Germans deserve is virtually certain. But the Germans cannot retain the delusion that their soil is inviolable or that their defeat has not been definite and total. They have manifested no consciousness of guilt. They are amazingly loyal still to the leader who enslaved their minds and bodies with his madness. But they must know they are utterly at the mercy of those they chose to make their enemies. While we shall hear howls aplenty, the monster of Central Europe is battered and in chains. We have reason to be jubilant over this fact. But we think of Japan and the job ahead. We remember how we rejoiced too greatly and relaxed our watchfulness too soon, that other time.

V-E Day found the civilized world already at work upon machinery to maintain peace and to substitute justice for military might in settling national differences. But the San Francisco effort is only another evidence of experience, taken with intelligence—to spell maturity. Maturity is less excitable than childhood. It is steadier in its determination. Full maturity will eventually put wars behind it. God knows the hour for this has struck.

Radio in Reeducation

There has never been so tough an educational problem as that of reeducating the German people and particularly German youth. The corresponding problem of Japan may be even harder and more complex. But that will come a little later.

Whatever may be done about German schools and teachers, one point seems obvious. The implement that was used so effectively to warp the German mind—namely, radio—should be enlisted to undo the warp. We cannot be sure what kind of teaching will be done by a multitude of teachers, no matter how well chosen. But a handful of selected educators and psychiatists can devise and direct a barrage of radio propaganda that should eventually prove to the stupidest of Germans, old and young, that they were duped by a gang of confidence men and liars.

Lest any one shudder at the word "propaganda," the notion that it must be untruthful or it isn't propaganda is all nonsense. Let the Germans taste the truth for a change. Shut them off from lies and trumped up viciousness. Don't allow them a free press or radio before they are ready for it—which may be a long time.

Radio cannot be expected to remove greed and arrogance from the German heart, nor will it wholly erase distrust. But the Germans have shown themselves easily influenced by repeated shoutings over the air. Give the new shoutings an opposite message. But keep up the din. The Nazi underground will be circulating falsehoods. Only well managed broadcasts can anticipate and in some measure scotch such falsehoods.

Radio cannot do miracles even though it is a miracle itself. But it can help enormously.

"Learn As You Go"

The inventor of the pay-as-you-go income tax plan, Mr. Beardsley Ruml, has produced another big idea. Writing in *Coronet* for March, he proposed that every American of high school age be provided with

a hundred days of conducted travel in the United States as an educative experience. The entire project, as its author sees it, would cost $600,000,000 a year, to be defrayed mainly from the Federal treasury. Two million boys and girls would each cover 10,000 miles of prepared itinerary, with 35,000 officials employed to manage the huge affair—teachers, doctors, nurses and executives. Or are they all to be administrative officers? It doesn't so much matter.

Travel does have educational value, as few persons would deny. The members of our expeditionary forces who survive this war will be less provincial than they would have been without their journeyings to distant places, their first hand acquaintance with scenes, customs and peoples such as many of them never knew existed. To knock about the world or the country is to gain in breadth, though not necessarily in depth.

If education is a means of equipping young people to cope with the unexpected, one may doubt whether pre-arranged excursions accomplish very much in that line. Remote regions and strange sights can be brought into a child's ken pretty effectively by pictures and books. The appetite thus whetted causes many men and women in adult years to travel extensively on their own initiative and according to their own plans.

In the years before travel was a war casualty, hundreds of high school classes profited immensely from those trips to Washington. Let us hope such things will be revived and perhaps extended.

A government that has declined to pay out a smaller amount for educational procedures it knows something about, is most unlikely to venture beyond the horizon on Mr. Ruml's learn-as-you-go express.

"School Is Getting Better"

A wideawake little miss of seven recently wrote her grandparents a letter in the course of which she said: "School is getting better. Miss Crocker doesn't interfere so much."

Not knowing anything else about Miss Crocker except that she is the little girl's teacher, one is puzzled over what has happened. In what ways did Miss Crocker "interfere" before she began to see the light and, in the child's opinion, to improve?

You don't suppose Miss Crocker talked too much, do you? It couldn't have been her habit to do so much explaining and instructing that the children had no chance to make that inward response essential to learning. Or was it that?

Or was Miss Crocker one of those arbitrary persons who know the answers given in the book and have no tolerance for answers equally correct that sometimes evolve in quite small heads?

Or was everything in Miss Crocker's domain fitted into an inflexible time schedule, so that children could never satisfy their curiosities and interests of the moment?

What ailed Miss Crocker anyway—and why did she change?

Did some wise and tactful supervisor take notice of her tendency and show her how she might do better?

Of course there are individuals who would take a different slant. They would dismiss the little girl's comment as coming from an immature mind which could not really know the first thing about teaching or what makes it good or bad. This should be a minority view, however. The modern trend in education does recognize that important clues may be obtained from children regarding the mysteries of learning.

A Thousand Years

When on the first of May the melodramatic announcement of Hitler's death in Berlin was flashed to San Francisco, the Chinese foreign minister, Mr. T. V. Soong, commented: "Hitler proclaimed he would fix the destiny of Germany for a thousand years. He spoke only too truly, but he did not know what he was saying."

China, more than any other nation, thinks in terms of centuries and millenniums. The past and the future are as one unending scroll to the children of Confucius. But even the Chinese can see today that history is beginning to take a somewhat different course. The bend started without Hitler's realization at about the time he launched his attack on Poland. He assumed that his own inflexible will would turn history to Germany's advantage, making that nation master of the world. Instead, what do we see? Germany itself in smoking ruins. Germany's future that of a public enemy to be watched and shackled against the possibility of another aggression. The German mind to be treated for insanity.

The majority of mankind, instead of submitting to Hitler's legions, has united to end, if possible, the things that Hitler symbolized; to end them not merely by military victory over Germany and Japan, but by creating and adopting a new constitution for peace and justice. It will not be a perfect document to begin with. But it will be better than the League of Nations covenant because the flaws in that charter have been taken into account, and because—more than all else—the Nazi holocaust has made a deeper impression than did that of Kaiser Wilhelm. Not Hitler's fanatical will, but the memory of Hitler must determine the next one thousand years.

LANGUAGE PICTURE OUT OF FOCUS

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THE new awareness of the importance of foreign languages which has come with the war is naturally encouraging to those of us who have always believed in the values of language-study. Yet this new movement of popular opinion is not without its disquieting aspects.

Recent emphasis upon learning to *speak* a language as the proper basis of "knowing" it, instead of the former pedantic consecration of a bookish "reading knowledge," is sane and sensible enough. Unfortunately, however, the "intensive" programs of the armed forces have been misinterpreted by many to mean a "revolutionizing" of language instruction such as they do not imply at all. Certain it is that the military authorities themselves have claimed no magic for their methods of language-teaching. They have simply dealt with a practical problem in a practical way. Aside from military discipline, and the incentive of expecting to make prompt and definite application of the lessons learned, teachers in civilian life can accomplish just as impressive results when the same chance is offered them. That means small groups of selected students, and an amount of *time* available for individual and class exercises that makes the conventional school allowance of three or four hours a week seem pitifully small by comparison. Indeed, some of our college authorities have already seen what it was that made the difference, and are endeavoring to act accordingly in planning curricula for the future.

A regrettable feature of the present playing-up of languages is the widespread distortion of values in deciding which language should be studied first or especially. Some educators have overestimated the importance of a number of *very* "foreign" languages—foreign to the whole cultural tradition of our civilization. The most serious aspect of the distortion appears, however, in the exaggerated emphasis upon Spanish.

No doubt a good case can be made for the claim that Spanish has been too much neglected in our educational system, just as *all* languages have been. Expanding international relations may cause an increasing number of our citizens to find Spanish useful in their everyday life. Near the Mexican border, for instance, its immediate value is too obvious to require pointing out. But in the larger view which America's world position makes ever more necessary, we should have a sense of proportion. What ought to be clearly understood, as it seems not to be, is that Spanish is no logical substitute for any *other* language commonly studied in this country. More specifically, it is not by any means a language to replace French.

Except perhaps a few short-sighted opportunists, the real specialists in Spanish are not particularly to blame for the undue emphasis upon that language which many seem to have accepted as a "trend." For example, Dean Henry Grattan Doyle of George Washington University, editor of *Hispania* and a most ardent advocate of the teaching of Spanish in our public schools, arguing for Spanish at the time when the position of France seemed most completely hopeless, remarked in passing that *"French, of course, will always be of primary importance,* in spite of the temporary eclipse of France as a world power."[1] The harm has been done largely by school administrators and "counsellors" who had little knowledge of languages or interest in them, and who were concerned merely with following what they took to be the latest educational vogue. Notably in the Middle West, there are now not only school districts but even good-sized towns where Spanish is the *only* modern language offered in high school. Superintendents have arbitrarily replaced French classes with Spanish, despite desires of pupils and parents, and pupils have been systematically advised to elect Spanish *instead of French.* Once such a shift has been made, the inertia of provincial-minded communities may be expected to maintain it for some time.

Not all the blame should fall upon educational authorities, though in many cases they might have shown more intelligent and independent judgment. A prime factor in the whole business has been the force of semi-official or quasi-governmental propaganda emanating directly or indirectly from Washington. It seems clear that the person responsible for this, more than any other single individual, was Vice-President Wallace. In the summer of 1944, Mrs. Roosevelt was quoted as having said that Mr. Wallace had learned to speak Spanish since he became vice-president, and that by so doing he had made a greater contribution to the "good neighbor" policy. Other testimony, however, shows the "contribution" in a less favorable light.

A Cleveland attorney, familiar

[1] "Americans, Awake to Language Needs," by H. G. Doyle, *The American School Board Journal,* March, 1941.

with Mexico, reported the effect of Mr. Wallace's public appearance there in 1940. In a town where Mr. Wallace was to speak, advance publicity had emphasized his "knowledge of Spanish," but it seems that his "speech" consisted of only four or five sentences. At the embassy in Mexico City "embarrassing moments" revealed that his knowledge of the language was not even "basic." The newspapers reported that he threw back his head and laughed, and said that he thought his knowledge of Spanish had been "greatly overrated." The gentleman from Cleveland described as "rather pitiful" the message from President Roosevelt to President Camacho which Mr. Wallace read in Spanish, and gave other evidence of the vice-president's linguistic and diplomatic maladroitness. Clumsy clowning is not very effective in international diplomacy, we should think. As a commentator aptly remarked with reference to these same incidents, "a faulty command of a language on the part of a foreign statesman might tend to alienate and amuse those born to the tongue rather than please and impress them."[2] A representative of the United States who could speak French fluently and correctly, as a well-educated Mexican or South American could be expected to do, might make a far better impression upon our "neighbors" to the South, besides indicating his capacity for international contacts in various other parts of the world as well as in this hemisphere.

When the distinguished Mexican artist, Diego Rivera, made a lecture-tour through this country a few years ago, he gave his addresses in excellent French; local "translators" who appeared on the platform with him showed up less well in their command of their native English.

The idea that Spanish is a particularly "easy" language for English-speaking people to learn is mostly a superficial and erroneous conception. So far as actual speech is concerned, Spanish may seem to present no great problem of initial adjustment, whereas from the very beginning French involves distinctive characteristics of utterance which one must exert some effort to acquire. To say the simplest things in French so as to be intelligible, let alone striving to avoid foreign accent and to speak in a correct and pleasing manner, an English-speaking person must learn to form sounds which are new to him and which he may even find physically fatiguing until he becomes accustomed to them. For while Spanish is spoken with the vocal organs very much relaxed, French is the tensest in its enunciation of any known language. On the other hand, once the student has adjusted himself to the system of pronunciation, and has mastered the fundamentals of grammar, then he should find French the easiest and most natural-seeming of all foreign languages from the point of view of English. This is true because English has "borrowed" from French vastly more than from any other language and because the French element in our speech includes not only an immense part of our vocabulary but also much of our idiomatic and grammatical system.

The notion that Spanish is somehow peculiarly "easy," however, has been the unmistakable motivation which has prompted many students to elect it instead of French or German, reputed to be much more difficult. Since the recent "boom" in Spanish, it has had obvious appeal for the less serious of our young people. Thus for instance, statistics from a large city show that, as compared to classes in German or French, the proportion of failures and of those dropping out of Spanish in the early stages was several times greater.

The testimony of numerous distinguished representatives of various South American countries should leave no doubt as to the linguistic and cultural heritage which should logically be our meeting-ground, our most fundamental common possession—when we come to possess it somewhere nearly as thoroughly as they do. Again and again, speaking publicly in this country, such witnesses have put themselves clearly on record. For instance, Senora Laura de Arce, one of the most important political commentators of Uruguay, mentioned emphatically "the extraordinary attachment and love that there is for France and Paris at Montevideo."[3]

Lenka Franulic, well known in Chile as a writer and as an actress, came to New York in September, 1944, by invitation of our Department of State. Said Madame Franulic, "The French language is understood, spoken, and loved by Chileans."[4]

Roberto Ancizar-Sordo, formerly Minister of National Education in the Colombian cabinet, as well as professor at the National University of Colombia and dean of the School of Architecture, merely by way of "recalling" what evidently seemed obvious to him, remarked that "the influence of France in Colombia is immense and profound," and added that "Colombians consider Paris not only as the capital of France, but also as the capital of liberty for the whole world."[5]

Among all our "Latin neighbors" to the South, surely none is more important or a more friendly neighbor than Brazil, whose native language is not Spanish but Portuguese. Recently a distinguished Brazilian, on a visit to the United States, was speaking of the fact that French, next to the mother tongue, was by far the most prominent language in his country, as also in most other South American countries. "Surely," he said, "all languages are important to the internationally-minded person, but we are aware

[2] "McDermott's Mail Bag," *Cleveland Plain Dealer*, July 30, 1944.

[3] Pour la Victoire, 16 décembre 1944.

[4] Pour la Victoire, 30 septembre 1944.

[5] Pour la Victoire, 9 décembre 1944.

of the fact that French is the greatest language of modern culture. . . . You Americans don't seem to be."[6]

Our recent "discovery" of South America, and the spectacle of practical abandonment of French in favor of Spanish in many of our schools, can hardly win much respect for us among our "neighbors" to the South. Far better than most of our own people, at least the more intelligent elements of their populations will realize how blindly provincial, how short-sightedly isolationist, how childishly extrovert—in short how ignorant and stupid—such a linguistic policy is on our part. How can anyone expect to "know" a foreign people, while he remains unfamiliar with the language, literature, and many-sided culture which *they* are accustomed to take practically for granted in an educated person? Even possessing the ability to speak Spanish "fluently" (and *correctly!*), a citizen of our country who knows nothing of French is ill equipped to meet South Americans of the better class on a basis of intellectual and cultural equality. If he is awake to the situation, he will be hampered by a sense of inferiority which is not without justification. In fact, the policy which has held sway during the past several years in many of our public schools, that of not only encouraging but practically forcing students to elect Spanish *instead of French*, must indeed seem naive and crude to intelligent South Americans. It reveals how little we really understand them, how far we are from sharing their sense of values or their world-outlook, how profoundly provincial-minded we are, as well as how superficial, how easily captured by the obvious, how neglectful of anything not instantly conspicuous.

For the cultivation of Spanish, to the detriment of French, means the confinement of our attention to this hemisphere; otherwise it can have little usefulness outside of Spain. On the other hand, devotion to French as a second language is by no means to exclude contacts with our neighbors to the South, most of whom would appreciate the logic of such a choice better than we do.

Comparatively few people in the United States, it seems, realize the importance of French as a world language. Statistics such as have appeared in popular magazines and even in text-books, purporting to show how extensively various languages are spoken, have usually been very misleading in their apparent implications. Most notably in the case of French, they do not show how many people speak it as a *second* language, or what sort of people they are. On the African continent, for instance, the use of French is not confined to French colonies. Informative in this respect is the testimony of an American who recently returned to the United States after living for ten years in Egypt. "I believe it is safe to say," he writes, "that all upper-class Egyptians speak French. More than this, they often speak it in preference to their own language." As an illustration of its practical value in Cairo, he adds that "with the exception of three or four definitely English shops, the language spoken by all salespeople is French."[7]

At Atlantic City in the fall of 1943, representatives of forty-eight nations met to discuss problems of rehabilitation after the war. Each nation was asked whether transcriptions of the proceedings were desired in French or in English. While eight elected English, forty preferred French, and the same proportions held as to the use of the languages in speeches and debates.

It is well known that Prime Minister Winston Churchill has made speeches in French on various occasions during the present war, notably in Paris last November when he spoke to a cheering assemblage at the Hôtel de Ville. Now one has only to glance at the map to see that in terms of mere geography England is a much closer "neighbor" to Spain, as well as to Holland, Germany, the Scandinavian countries, and even Russia, than most of our country is to *most* of the Spanish-speaking territories to the South. Yet no one would expect him to speak the languages of those countries, plenty of whose native inhabitants understand and speak French. Anyhow, Mr. Churchill knows who England's *real* neighbors are, in more important ways than mere geographical nearness. Anthony Eden has clearly emphasized the necessity, for world peace, of the close cooperation of America, Britain, Russia, and France.[8] And in Russia, by the way, a country of 150 or more different languages and dialects, French is studied in the schools, beginning in the early grades — where foreign-language study *should* begin.

Though any language is well worth knowing if we can find time and opportunity to learn it, common sense should tell us that different languages have different values from any point of view. The spectacle of "educators" actually putting pressure upon students to take up Spanish, while totally neglecting French, under the pretext of a "good-neighbor" policy, in a part of the United States whose closest neighbor is French Canada, is an ironic commentary upon American intelligence. In *any* part of our country, however, it ought to be recognized that the French language holds a place of peculiar distinction in the whole world, aside from its incomparable contribution to the language and the life which we think of as our own.

[6] Reported in *School and Society*, November 4, 1944.

[7] Morley Lister, "When in Egypt," *Tricolor*, September 1944, p. 120.

[8] United Press Dispatch, Nov. 15, 1944.

HOW BASIC ENGLISH IS REALLY TAUGHT

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IN the February issue of the *Journal*, Mr. Frederick Houghton—well known as an experienced director of teachers of English to adults—has much that is sound enough within its frame of reference to say about this important matter. That frame of reference, however, is somewhat limited and traditional. All will agree, of course, with Mr. Houghton that you do not learn a language by learning a vocabulary through a dictionary and then putting the words together on the plan of your mother tongue. That would give you at best some sort of pidgin. No one knows this better than Mr. C. K. Ogden, the originator of Basic English. Unfortunately Mr. Houghton—knowing nothing about *how* Basic has actually been taught through more than a decade in more than thirty countries—has supposed that the Basic plan of teaching corresponded with this. It has given him occasion for a happy ride on what looks a little like a hobby horse. But the job of teaching English to adults is not thereby notably advanced.

Perhaps then a very brief account of how Basic is taught and why the Basic Word List (*pace* Mr. Houghton) does make more economic and efficient teaching possible, will be in place.

Basic, by its selection of words, enables a more gentle and continuous system of *grading* to be worked out than is possible with any other first year vocabulary covering anything resembling the same wide range of uses to the learner. Basic keeps strictly to normal English sentence forms, but it arranges its teaching of these sentence forms in a clear, progressive order. Thus later steps do not disturb the sentence patterns learned earlier. Basic uses a Direct Method—making the student think in English from the start. It does so through tying up its first simple sentences with their meanings as shown in action. This has, of course, been sound recognized practice ever since the beginning of oral language teaching (that is, almost from the beginning of man). But basic carries it further—thanks to its selection of words.

Of the sixteen full verbs of Basic, fourteen (COME, GO, GIVE, GET, KEEP, LET, MAKE, PUT, TAKE, DO, HAVE, SEE, SAY and SEND) lend themselves to direct demonstration in innumerable connections. The learning of Basic in the early stages is chiefly learning to use these words as you do what they say. A characteristic Basic lesson is nearly all action—speech (illustrating and exercising these words and the verbs BE and SEEM). As regards "thinking in English" Mr. Houghton can be entirely reassured. There never has been any equal to Basic for practical insistence on that.

But Basic goes further. It can cover more varieties of subject with fewer words than any other selection of English. So the selection of subjects suited to the interests of the class (Mr. Houghton's Point No. 1) is facilitated. And so is his Point No. 2—the listing of words to be used in talking about the subject. But with Basic we can talk about the subject without having to bring in more than an optimum number of new words. Those we have taught already have been so selected that they are apt, relevant and helpful in the maximum number of situations. Thus in teaching Basic we do not make our students learn such sentences as *I pick up a book*, or *I sharpen my pencil*. Neither *pick up* nor *sharpen* are of sufficient importance in English to justify teaching them to beginners (much less to illiterates) in the elementary stages. Basic instead uses *take*: *I take up a book* or *I take it down from a shelf, I take it off the table, I take it to him*, and so on. And Basic uses *put*: *I put a point on my pencil*, and so forth. Thus Basic, as the learner advances, gives him incessant exercise in what he has already learned.

In this way Basic meets Mr. Houghton's third and fourth Points far more fully than anyone who supposes it makes no difference whether he uses "the Basic list or any other" can imagine.

After the establishment of sentence forms, the key verbs and prepositions, the pronouns and connectives, and a vocabulary of nouns of common objects and demonstrable adjectives with which to exercise these sentence forms and make them habitual, comes the assimilation of enough further nouns and adjectives to cover as quickly as may be the range of the learners' interests. These interests are highly variable. It does no harm at this stage to speed things up through native language equivalents, once the word order and sentence patterns of English are clear. Whether we use them or not, the learner will

probably try to work them out and we may as well guard him from getting them wrong if we can.

To sum up. Basic lends itself peculiarly to the methods Mr. Houghton desiderates but it enables them to be used far more effectively, by allowing the teacher to control the rate of intake of new words (which is of immense aid with pronunciation as well as with understanding) and new complexities of sentence form. The learner is active throughout, but his path is smoothed and guided by the teacher not only to suit his interests but at the same time to further and strengthen his growing grasp of English.

IT'S ALL IN HOW YOU TEACH THEM

MEADER G. PATTINGTON
Assistant Supervisor
New York State Department of Education

"THERE are many interesting subjects in our schools today," a teacher recently told a group.

A more nearly correct statement would have been, "All school subjects are interesting, provided they are taught correctly and presented to the pupil in a way which will cause him to associate and connect them with modern world events."

To go still farther, "What subjects are not interesting, if correctly taught?"

Teacher Jones had taught American History for six years . . . at 10:15 a.m., Second Period, her first meeting with her history class, she invariably rushed to class, her mind a turmoil with first day problems. Her history book had reposed quietly on her desk in the main study hall all summer. She had taught history for SIX YEARS. She knew her subject matter. "Now children, we are about to begin the study of American History. We will use the Blank Company's book which will be ordered for you as soon as I find out how many of you will be taking this course. You will all have to study hard for history is a hard subject for many pupils."

She then proceeded to take the roll, hurriedly jotted down the number of books to order, deciding later that she had better wait another day or two in order to be sure, opened her book and dictated a list of questions for the next day's assignment. Then she felt proud that she still had twenty minutes of class time left over for that first day was certainly a rush. CLASS DISMISSED.

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Teacher Black took her book home with her for the summer. A short conference with her principal following the close of school in June resulted in a close estimate of probable books needed. The order was placed to be delivered before the opening day of school in the fall.

"Betty White, put your name on the paper on your desk please, and pass it back so that everyone can sign it and I may know whom we have with us this year. Any who do not find a book on their desk will please arrange with their next seat neighbor to use his book half of the time until our extra copies can be ordered. I wonder how many here know how General MacArthur is able to correctly plan his moves, have his men in the right place at the right time and estimate so accurately what the Japs are going to do next?"

After several answers had been discussed: "Well, there is another thing we must consider. General MacArthur had the advantage of one of the world's finest educations. He is a graduate from West Point and one of the things he studied there was history. His course in American History taught him many things about other lands and peoples, how they live, their customs, habits and modes of life. Through his study of history he learned to avoid errors that men, less wise in world knowledge, had made. He was able, by connecting up historical events with present conditions, to broaden his own powers to plan and carry out battle campaigns . . ." and Teacher Black proceeded to tell some interesting things that MacArthur was doing, allowing time for an excited girl whose brother was serving under MacArthur, to add her interesting bit.

"Now children, I wonder just how far a man would get if he had to make every tool he was going to use in making an airplane? If he had to make a box kite, spend weeks flying it to determine effect of air on it, and finally after years of study, decide he knew enough to make a good plane of his own?"

"Some one else has already done all of those things," volunteered a boy.

"That is true, but how does the man know that?"

"Why, he read and studied what other people who built airplanes have already done," guessed

another (and the teacher mentally resolved to give him an A for that day's work).

"And what other people have done, when we read and study about it, we say we are studying history," added Teacher Black. The class was hers and she then proceeded to give them an outline of the interesting points they would cover that year. How they would study about early Americans who traveled to the far corners of the globe, in the old days when a world trip meant years of effort, how our country has developed and grown until it now ranks at the top of the world's strong nations.

The teacher asked each member of the class to select for themselves some famous living man and to list under his name all the things that might have helped him become great, which he might have learned about from others. The list, produced the next day, started the class off with a bang.

Teacher Black had attended a good training institute where embryo teachers were given instructions in presenting a lesson in the right way. She also had a lot of good common sense which she carried with her into her classroom. She spent time with each of her classes in teaching them correct methods of study. She planned each lesson ahead of class period and her readings in history had provided her with a fund of interesting incidents which she interjected into her classroom presentation at the proper moments. She gave her students the chance to do creative, imaginative work, work that tied up with real life situations and events.

Teach Black varied her classroom procedure. Teacher Jones started each class with a "good-morning." She called on four or five pupils for a recitation, she had a short test and then a review of the previous lesson. She then assigned the next day's work. BUT, she did this day after day until every pupil knew exactly at what point in the class they would be told or asked to do so-and-so.

Teacher Black made each lesson period an interesting one, with a variety of happenings that kept the class on their toes. One day, with a hard list of things that must be learned, she would refer to old time ways of doing things and introduce a spelling bee, centered on the "hard things" and pupils learned without realizing they were going through a painful process. She gave all an equal chance to answer and contribute to the class. On a second day she used her blackboard with outlines before the pupils' eyes so that main things could be brought before the entire group.

Another teacher in the same system planned her course in science so that each pupil actually worked the main experiments. She alternated lectures with demonstrations and individual work. No man learns how to build airplanes by reading books alone, he must also really build one.

Teacher Jones ended her course with a review of the entire book, a certain number of pages each day until it was all covered. Then a review and a drill on questions from review books.

Teacher Black over the years had built up a list of topics covering her course and stressing the main points she wished to leave with the pupils. Topics that included such items as Development of Agriculture, Foreign Relations (separated by countries), Labor Development, Our Navy, Our Army, Supreme Court, Taxation and Finance, Our Frontier, etc. This list was added to and modified each year, throughout the year, until at the end enough topics remained to give each pupil at least one. The pupils were then given a couple of weeks to write up, or prepare to give orally (with or without notes) the topic selected. Other books to use for this were recommended by Miss Black who also kept an up to date list on her bulletin board of books on history to be found in the school library.

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The classroom for two weeks became a work room with students receiving help in their problems. The resulting papers were treated in various ways. Some were read by the pupils, some were exchanged and read by others, some oral topics were given before the class, others to the teacher alone, pupils were given the chance to take another's paper home and read it. Those papers the teacher had no opportunity to hear or check on were called in and examined briefly in order to give the pupil credit. They were then returned to the pupil with the suggestion that they would make an excellent part of his or her review for the final examination. A to-the-point notebook provided other helps.

Teacher Black's pupils had to take final examinations in that system under which she taught, but in their reviewing they met new work, studied different view points, organized and picked out important events in proper chronological order. History they learned stuck with them. They realized that they were a part of history, living in history in the making. Over the years, the percentage of pupils entering the teaching of history as a profession increased from Miss Black's school, for her pupils had learned to love it.

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All subjects are interesting if taught in the proper way, for a large share of the pupils' retentive learning depends on how you teach them.

Our High Spots of the Month Are Cumberland, Maryland, and Bay City, Michigan:—

REMEDIAL READING IN THE HIGH SCHOOL

CHARLES L. KOPP
Superintendent of Schools
Cumberland, Maryland

"YES, Mr. Smith, I am quite aware of the fact that I failed thirty per cent of the pupils in III-C Sophomore English for the last report term. But, you are also aware that this is the dullest section I have. Why, more than half of the boys and girls in this section have never learned to read! We are studying *The Lady of the Lake*, and I give you my word it might just as well be written in Greek for all the meaning these youngsters seem to get out of it. I have kept these people in after school, shortened the assignment, written notes to parents—all to no avail. I'm just at my wit's end and will certainly appreciate any suggestions you may have to offer." "Well," replied the principal, "I have given considerable thought and study to this problem and have reached some definite conclusions. It seems obvious to me that we can't just go on using the same materials and same techniques with nothing to look forward to but failure. Perhaps the first thing we should do is to find something the pupils can read with profit, and then, what's even more important, to teach them *the basic reading skills* that appear lacking at the present time."

This conversation might well have taken place in any of a large number of high schools in the United States. It is typical of the kind of thinking that has prevailed among educators during the past decade. Significant, however, is the fact that so little has been done, in a practical way, to solve the problem. There have been much talk, many books written, and numerous meetings, but, beyond this, there is little evidence of something tangible, concrete and measurable being done to correct a situation that is one of the most serious facing secondary education today, to teach the high school student *to read.*

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We have known for years that a large per cent of pupils who enter high school are seriously retarded in reading. In our own situation, Allegany County, Maryland, over thirty per cent of the pupils entering the seventh grade (the first year of the junior high school) in September, 1943, were reading two or more years below their grade level. The popular reaction to similar conditions in the past has been to condemn the elementary schools for not doing a better job of teaching reading. We have become convinced, however, that while the elementary schools undoubtedly could be more effective in this respect, the problem must, and should, be largely shared by the high schools. We have become aware that reading is something that is not accomplished in completeness at a given time, but that there are progressive steps in reading ability which must be given attention in the high school as well as in the elementary school. As a result of this point of view we have introduced reading as a required subject for all pupils in the seventh and eighth grades of the junior high school. The seventh grade pupils "have reading" one period every day and the eighth grade, three times a week. Our reading classes are of two kinds, remedial and developmental. The remedial classes are small, not more than fifteen pupils in any class. The pupils in these classes are selected on a basis of their potential ability to grow. The method for selection is based on the computed difference between reading and mental levels. That is, a pupil whose estimated mental grade is one or more years above his reading grade is regarded as a prospective candidate for the remedial classes.

The first job of the remedial reading teacher is to verify the test results for each of the candidates in her class. This is done by administering a series of tests, several of which are individual. This testing program serves two purposes: first, it assures the teacher that the pupil rightfully belongs in the class, and second, it serves as a diagnosis of the individual and specific weaknesses in the reading skills of each pupil in the class.

Obviously the success of such classes depends almost entirely on the skill and personality of the teacher. Of the six remedial reading teachers in our system, five have been successful teachers in the elementary field. The technique used does not differ particularly from that used by a good teacher of reading in the lower grades. Two outstanding features of the classes are the large amount of time devoted to individual instruction and the abundant opportunity for reading material of the pupil's own choice at his level of reading ability. It is most important that pupils in these classes develop a feeling of security and

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experience a measurable degree of success, not only in the reading class, but in other subjects as well. For this reason the teacher makes a special effort to establish an educationally sound and pleasant relationship with each pupil in her class. Actually such teachers act as guidance counselor as well as teacher of reading for the group of pupils in her charge. As a result of this extra personal interest in the general welfare of the youngster, marked improvement is generally noted even in subjects in which reading is not a vital factor.

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During the school year 1943-44 we had six classes, with a total enrollment of 87, operating in six different schools. Of the 87 pupils enrolled in September, 1943, 13 withdrew during the year. Careful testing in the latter part of May of the same school year indicated that 5 had made an advance of 3 years each, in their silent reading scores; 10 had made an advance of 2 years; and 18 an advance of 1 year. An advance of 5 to 9 months was made by 15 pupils while 26 showed no advance. In other words, 45% of the pupils improved their reading ability one year, or more; 20% improved slightly less than one year, and 35% showed no significant improvement. Of the 26 pupils showing little, or no improvement, 18 were concentrated in two classes. The teachers of these two classes are not regarded by us as our best teachers of remedial reading. One of the teachers is relatively new in the work and the other has had no experience in teaching reading in the elementary grades.

Another factor that must be considered in regard to pupils in this group is the difference between mental and reading grades. The average difference between the mental and reading grades of the pupils making little, or no progress was two months in favor of the mental grades while the average difference between the mental and reading grades of pupils making one year or more progress was nine months in favor of the mental grades.

▼

An interesting observation in connection with this work is that general intelligence, with the exception of the very seriously handicapped, is not the determining factor in predicting how much improvement may be expected from pupils with one year of instruction in these remedial reading classes. The range of I.Q.'s in the groups enrolled in the school year of 1943-44 was from 61 to 115. One pupil with an I.Q. of 115 made 1 year and 3 months improvement; another with an I.Q. of 104 made three months improvement; another with an I.Q. of 84 raised his reading score 1 year; and still another with an I.Q. of 85 improved 1 year and six months. The significant factor in this respect seems to be the margin of difference between the mental grade and the reading grade. Pupils with a wide margin of such difference in favor of the mental grade show much more improvement than do pupils with a narrow difference regardless of the I.Q. The quality of general intelligence as indicated by the I.Q. appears to determine the level that may be ultimately reached rather than the amount of improvement that may be expected during a given period of time. We have, of course, noticed exceptions to this generalization, but, in the main, it seems to hold true.

Case reports on some of these pupils give a somewhat comprehensive picture of the results obtained. The following are direct quotations taken from the final reports of teachers of these classes:

James—I.Q. 97; Silent Reading Level—Sept. 6.0; May 7.5

"When James entered the class he was sullen and didn't want to participate in activities. He first became interested in the library books.* He then began to take part in class discussions. His report card indicates marked improvement in other subjects. In social studies and science he has raised his grades from 'D' to 'C'; in English, 'C' to 'B'. He now reads the more difficult library books. His sullenness has disappeared. James has become one of the better pupils in the Remedial Reading Class. He has improved his silent reading skill 1½ years."

Odell—I.Q. 85; Silent Reading Level—Sept. 5.0; May 6.6

"Last September Odell had definitely made up his mind to be a behavior problem. He disliked his subjects, particularly reading. His grades were very poor, 'D's' and 'E's'.** He was given books on his reading level and within a short time developed an interest in reading. During the last six week period he has read seven books. His report card shows a decided improvement. He has a 'C' average. The discipline problem has disappeared. He has improved his silent reading skill 1 year and six months."

Donald—I.Q. 103; Silent Reading Level—Sept. 7.2; May 8.3

"Donald's reading record shows an increasing preference for larger and better books. When he first entered the class he was a very quiet, shy boy. He was very reluctant to participate in class discussions, or to read orally. During the year he has gained confidence and made over a year's progress in silent reading skill. At the present time he is one of the most active pupils in the class."

*Sets of library books are circulated from one school to another.
**"E" indicates failure.

Norma—I.Q. 101; Silent Reading Level—Sept. 5.5; May 7.9

"Norma has read 18 books this year—the longer books of the seventh and eighth grade levels. She likes girl stories and mysteries. She is now reading at her mental grade level, having made two years and four months improvement in her silent reading this year. She is passing all of her other subjects and has improved particularly in mathematics."

In conclusion we may say that many of our classroom problems dealing with subject matter achievement and behavior are the result of inadequate reading ability of the pupils concerned; that often the actual reading ability is far below the potential reading ability and when this is so, very gratifying results may be obtained from a sound program of remedial instruction; that sound remedial treatment involves at least three important elements: (1) Careful diagnosis of specific weaknesses, (2) Small enough classes to allow the teacher to give a generous amount of time to each pupil, (3) Abundant opportunity for pupils to read widely at the level of their present ability.

A COMMITTEE TO "NIP" COMMUNITY PROBLEMS

BENJAMIN KLAGER
Superintendent of Schools
Bay City, Michigan

FOR the past three years a group of five people has served as a Problem Appraisal Committee in this community and as a result of its work many knotty problems have been started on the road to solution or improvement.

The Committee, as the name implies, deals with social, educational, religious and recreational problems which have community-wide interest. The main function of the Committee is to appraise and evaluate such problems and then direct them to the agency or agencies best suited and equipped to improve the situation.

The Committee does not interfere with or attempt to dictate the program or methods followed by any particular group, but concerns itself only with those things which affect the community as a whole.

The personnel of the Committee is so constituted that there is a basis for understanding the various procedures that may be followed and if necessary the Committee is prepared to interpret them to the community at large.

The original group included the Executive Secretary of the Community Chest, the Superintendent of Schools, the President of the Ministerial Association, the Supervisor of Catholic Charities and Social Work, and a Jewish Rabbi. I do not know why this particular group was assembled other than that a problem arising at that time required their consideration and possibly because most community problems are indirectly connected with the church, school or social service. The group has never been enlarged and meets regularly every Thursday noon. If a member cannot be present he names a substitute from the group he represents.

The five representatives discuss with utmost frankness the various social, religious, recreational and other community implications of certain problems. Each has an opportunity to explain his position or method of dealing with the particular situation. After careful appraisal of all factors concerned some common basis of approaching the solution to the problem is reached and the agency best suited to handle the situation is called into conference.

Usually as a result of such a conference definite progress is made in outlining the procedure to be followed and the agency begins its work feeling that it has definite support and a common understanding of the need and things to be accomplished.

By this process a reasonable number of leaders in the community are made familiar with the problem and what progress is being made. Bulletins issued by the Committee include an invitation to those who receive them to comment and offer suggestions on the procedure outlined and to present any problem which should have consideration.

Each member of the Committee is responsible for the interpretation of council deliberation to the group he represents and in this way a general recognition of the problem and a common interest in its solution are developed.

Any new activity or social problem that is not fully understood is analyzed by giving the official representative of such a group an opportunity to discuss their program with the Committee. Under this plan the purpose and function of The Children's Center, the State Experimental Program of Adult Education, the Visiting Teacher Program, the Veterans Council and the Health and Visiting Nurse Service of the community were carefully explained to the group.

Such problems as Week Day Religious Education, Juvenile Delinquency, Recreation for Youth, The Migrant Worker, Child Care Centers and many other subjects have been considered and directed to the agency best suited to deal with the problem involved.

The Agenda of the Committee

are always filled for several weeks in advance. However, its program is flexible and "first things" are given preference over less pressing needs. In the absence of some new situation, there are always present the continuous or unsolved problems which need re-evaluation.

As a result of the workings of this Committee there has been an absence of misunderstanding and friction between various community groups. Through the work of the Committee each group understands and respects the methods and procedures used by its co-workers. They find a common basis for attacking a problem and through a united effort usually can press for a satisfactory solution.

▼

In the three years that the Committee has functioned there has been no serious conflict, and no wide difference of opinion has existed between groups represented. One of the results coming from the program is that someone is on the job who is attempting to direct the solution of community problems in an intelligent manner.

▼

The program has functioned without publicity or fanfare and it is reasonable to suppose that a majority of the citizens do not even know of the existence of the committee. It is safe to say, however, that any problem of consequence will receive the attention of the group before it has reached serious proportions.

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Apostle to the Blind

The 13th of November 1945 marks the two hundredth anniversary of the birth of one of the great heroes of world service—Valentin Haüy, commonly called the "Moses of the Blind." To him, more than to any other individual, goes the credit of redeeming sightless millions from beggary and isolation, and opening to them the beauties of literature, music, science and mathematics, and the crowning satisfaction of making a living honorably.

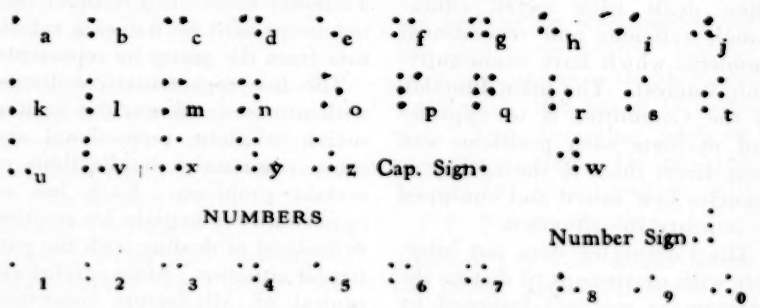
Haüy's life is a little off the beaten path, a story of practical heroism and devotion. It will have a human appeal for students of composition, French, history, sociology; and for all "doers of the word, not hearers only." If we add to the account a simple experiment with raised writing for the blind, if only a tactful greeting to a veteran who has found a new need for this form of communication, the anniversary may borrow a rather special meaning at this time.

Valentin Haüy was a native of Picardy, a teacher of calligraphy and modern languages, and a translator of foreign dispatches for the government. His brother was the famous Abbe Haüy, pioneer in the science of crystallography.

The incident that turned Haüy's attention to the service of the blind was a strange concert, given in the courtyard of a Paris inn. Beautiful music has often been an inspiration to noble endeavor, but in this case the inspiration came from an atrocious discord.

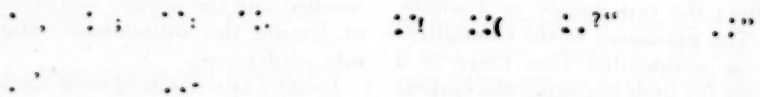
The Paris innkeeper, expecting

BRAILLE ALPHABET



NUMBERS

PUNCTUATION



The six dots of the Braille cell are arranged and numbered thus: 1 • 4, 2 • 5, 3 • 6. The capital sign, dot 6, placed before a letter, makes it a capital. The first ten letters, preceded by the number sign, represent numbers. Punctuation marks are formed in the lower part of the cell.

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to attract a crowd of customers for his refreshment, hired eight or ten blind beggars from the streets of the city, tricked them out with long gowns, pointed hats, asses' ears and cardboard spectacles, seated them before music stands with untuned violins in hand, and instructed them to saw away as raucously as possible.

While other spectators rocked with mirth at the grotesque performance, or celebrated the joke with tippling companions, Haüy was profoundly moved with very different emotions.

"Valentin, lui, regardent de loin cette scène avec un mélange d'indignation et d'horreur.

"Est-ce possible! se disait-il, tourner ainsi en ridicule des infortunés qui sont reduits a la misère par leur ignorance- . . . Eh bien! moi, je substituterai la vérité a cette infame comedie, j'ai ferai lire les eveugles, je leur ferai executer des concerts harmonieux, je les tirerai de leur dépendence en leur donnant les moyens de gagner leur vie avec dignité."

Acting on his humane impulse, Haüy hired a blind beggar, Francois Le Sueur, one of a family of six small children, to become his first pupil. Thus Haüy not only furnished the instruction free, but paid for the privilege of giving it. Later the Philanthropic Society of Paris helped him to finance his experiments with several other pensioners.

Thus Haüy undertook a long program of technical research to develop practical reading and teaching methods for the sightless. A bare list of his undertakings is impressive. He worked out the question of raised lines versus intaglio. He stretched catgut over a board so as to enable blind writers to keep on the line. He had learners use a stylus to emboss tough paper placed on a yielding surface of pasteboard or leather to produce tactile characters. Learners used grooves in metal plates to emboss paper, so that when turned the raised lines could be read in reverse. He made maps by outlining patches in wet glue and sprinkling with sharp sand. He used iron wire for outlines and reproduced raised letters and diagrams in a press.

Remarking that the blind musicians of the time were mostly hired to be silent, he developed a system of music notation in raised characters and gave many creditable exhibitions with his blind orchestras. He developed methods of teaching profitable handicrafts like spinning, netting, sewing and book binding and so replaced beggary by industry.

Demonstrations of his pupils' attainments in these crafts, and in reading, writing, geography and arithmetic attracted widespread interest and emulation in Europe and in America. In 1806, on the invitation of Alexander I of Russia, he founded a school in St. Petersburg. Devotion and zeal were put to a severe test and rewarded with scanty gratitude; but Haüy lived to see his work bearing abundant fruit on every continent. Broken in health, he returned to France, and in March 1822 died in the arms of his beloved brother, the Abbe Haüy.

Another Frenchman, Louis Braille, shares the honor of perfecting characters so that the blind can now read and write about as fluently as the sighted. A person of average visual memory can learn to write the Braille alphabet in five minutes by the clock. Try it.

Fasten a square of wire mosquito netting over a similar square of tough writing paper placed on a yielding surface of soft cardboard.

Indent dots with a dull pencil point through the square holes in the screen so as to make embossed characters that, when turned over in reverse, can be read with the fingers according to the alphabet furnished here.

Each letter of blind writing is some combination of the dots in a cell of six— arranged like the six on a domino — two vertical rows of three each; the first row numbered from the top 1, 2, 3,; second row, 4, 5, 6.

The first 10 letters are made in the top 4 spaces: A is 1; B is 1,2; C—1,4; D—1,4,5; E—1,5; and so on. The next 5 letters with the exception of "I" look something like the Roman letters they represent. (See illustration).

The next row of 10 letters are a repetition of the first ten with a dot added in space number 3.

The rest of the alphabet—with the exception of the letter "W"—is a repetition of the second row with dot 6 added. Remember that Braille is a French innovation and the French alphabet has no "W". W is a reversal of R.

Numerals are a repetition of letters 1—10 preceded by the characters 3, 4, 5, 6.

Punctuation will call for a little extra feat of memory that may take another five minutes to master.

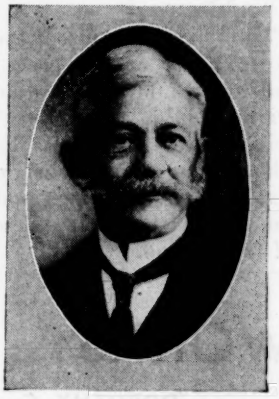
Contracted Braille is ingenious and saves much unnecessary writing, but that is another story.

To Billy, Dead at Bastogne

Florence B. Jacobs

When you were six, I taught you how to read;
Slowly and painfully and week by week
Insisted that your restless mind should seek
The skills and wisdoms for a later need,
Tools that will not be used.
The bugles cry . . .
Your gallant courage did not *have* to learn
Response and love and sacrifice in turn. . . .

At twenty-one, you teach me how to die!



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I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

A Second Course for the Japs and Germans

The problem of education in Germany and in Japan after the defeat of those nations will be a difficult problem if, as many United Nations leaders believe, the United Nations must take over the control of education in those countries. This educational control will include the approval of teachers and textbooks. It will be a difficult thing to find teachers. A highly placed official of the United States recently stated that no German teacher who is or has been a Nazi or who has been an exponent of the Pan-German philosophy will be allowed to teach in Germany's post war schools. Does anyone believe that there are many teachers in Germany who are not Nazis or who are not believers in the Pan-German philosophy? To find enough anti-Nazi German teachers to man the schools will not only be a difficult task. In my opinion it will be an impossible task.

I have listened to radio discussions of the control of education in Germany and I have read some articles on the subject. None of the radio discussions or the articles have given any definite plan of how to do the job. The only definite statement that has been made has been that no former Nazi and no former believer in Pan-Germanism will be allowed to teach.

Early last fall I listened to an eighth grade class discussion on the subject of education in Germany after the war. The eighth grade discussion was better than any I have heard over the radio. A thirteen year old girl said that after all the years of rule by Hitler there are probably no teachers in Germany who are not Nazis. She suggested a plan. It is this: The United Nations will select American, English, Polish, French, Dutch, Swiss and Russian men who know the German language (some of them may be of German descent) and have them teach in Germany under the control of the United Nations. She further suggested that German parents who cooperate be allowed to have their children live with them while going to school and that those parents who refuse to cooperate have their children taken away from them and placed in other homes while being educated. That's the plan of an eighth grade pupil and it was

approved by a large number of her classmates although they agreed that it was not a democratic plan. Hard boiled? Probably. I am not recommending the plan but it is as good as any I have seen or heard and it is definite.

Japan? So long as the Japanese people believe that they are descended from a god and that their Emperor is a god there is no possibility that any amount of education or any type of education would result in democracy in Japan; nor would it change the Japanese character.

Maybe the best plan of education for Japan would be to teach the Chinese anthropologists' theory that the Japanese are descended from monkeys. That would be included in both the science and the history courses. In the course in literature we might include the following from the writings of Washington Irving:

"How convenient it would be to many of our great men and great families of doubtful origin could they have the privilege of the heroes of yore, who, whenever their origin was involved in obscurity, modestly announced themselves descended from a god."

THE ONLY DISCIPLINE THAT WORKS

DOROTHY G. PARK

I WAS supervizing a large study hall. Buzz! Buzz! There was that same boy whispering *again*. Annoyed beyond measure, I rose and went over to him quickly, all ready to make a withering remark which should thoroughly squelch him.

I started to say, "Do you have to have a special order issued to you personally before the idea penetrates that you are not to whisper in study hall?" or something equally devastating. But I got no further than, "Do you have to have some special——." Then came a sudden blocking of thought. Anger prevented my thinking clearly. None of the words which came to my mind seemed to make much sense. "Some special proclamation"? That sounded rather flat. "Emissary"? He probably would not know what the word meant. Almost panicky, I realized I had to say something quickly. "Do you have to have some special *information?*" I finished lamely.

In reality I must have hesitated not more than a few seconds, though it seemed an age. However, the conflict of my thoughts must have produced a modification of the initial harshness of my tone, for a surprising thing happened. All set to be defiant and resentful, the boy's face suddenly relaxed.

"No," he said at first, rather quickly. Then looking at me again, "Yes, I did want something special. I wasn't here yesterday, and I was trying to find out what our English is for today."

"Did you find out?" I asked, my irritation now entirely dissipated.

"I guess so, but Jim didn't know, so I had to ask Harriet," he added rather apologetically.

"Well, then you can get to work now, can't you?" I asked, and smiled in friendly fashion.

"Sure!" was the ready response.

"And next time you need some information from another student, you'll remember to ask permission, won't you?"

"I'll do that," he said. And he has been as good as his word.

But how narrowly I had escaped antagonizing him by assuming that he was trying to make trouble and needed chastising. Here I had been ready to ride all over him rough shod, when what he needed was a little friendly understanding. How thankful I was that my guardian angel had stopped my tongue before the sarcastic remark could be uttered!

▼

The incident started me thinking. I recalled other instances not so fortunate, when perhaps a friendly inquiry might have avoided an unpleasant scene. I had always believed in the traditional ounce of prevention. But on the other hand, scenting trouble, I had usually rushed forth to meet it. Perhaps, by so doing, I had been making unnecessary trouble for myself. It was worth thinking about. Before plunging in to punish, or even reprove, I ought to investigate, find out the facts. It sounded reasonable.

Why assume that every disturbance was malicious and make it appear thus by my assumption? I had always prided myself on being fair, but perhaps, I really wasn't. Why should discipline always be thought of as punishment, and why should rules always be prohibitions, so many challenges to lively youngsters? Something was wrong about the entire philosophy.

▼

What is the primary duty of a teacher, anyway? I quizzed myself. Why, to teach, I suppose, came the trite but obvious answer. But how to teach without discipline? Impossible, if one conceives of discipline merely as the antithesis of lack of discipline. But is there necessarily a lack of discipline because the teacher does not stand over her pupils with a literal or figurative ruler in hand?

An old saw flashed through my mind.

"You can lead a horse to water, but you cannot make him drink. You can send a boy to college, but you cannot make him think." It is a psychological impossibility which we would do well to recognize. We cannot teach a person unless he has a desire to learn. Given a normal capacity for learning, his achievement can be measured almost in direct proportion to his desire.

▼

In the last analysis, discipline must come from within. When imposed from without, resentment and ill will, even sullenness or rebellion are the inevitable results. There must be cooperation between teacher and student, not just the imposition of the will of one upon that of the other.

The problem then is how to secure this cooperation. Perhaps there might be a clue in that recent experience of mine. My thoughts flew back to the boy who had whispered in study hall.

Now what had produced his attitude of cooperation? Understanding? Yes, and most of all, the realization on the part of the boy that the teacher was not just scolding, but was trying to see his point of view. He felt that she was *cooperating* with him; so naturally he was ready to cooperate with her.

Too often the definition of *cooperation* is one-sided. We ask for it from students; then, ourselves giving none, we expect the impossible—willing obedience.

Methods of teaching vary in detail from teacher to teacher, but I am convinced that no method will succeed in the long run which fails to take into account the basic truths here. One must meet the student where he is and build from there, always assuming that his motives are fundamentally right (and they usually are) and that he will act accordingly if only he really understands the situation. What he needs is guidance rather than censure, encouragement rather than suppression.

▼

It may be an over-simplification to say that the substitution of an appropriate inquiry for a reprimand is the best means of winning and influencing students, but at least, it often proves to be a very effective device. Because the student is set to thinking, he has no time to nurse resentment or self-pity while the teacher is "lecturing" him, and he cannot complain that he is being condemned without a trial. There is nothing to lose by this indirect approach, and it promotes a better feeling even if, as a last resort, punishment has to be used.

It is a difficult method to follow until one gets the habit. It requires patience and self-control. One must develop penetration. But once having gained cooperation from within, there is no need for the application of pressure from without.

Moreover, a conscious pursuit of the indirect method renews one's zest for teaching, yea for living; for, if one is sincere in carrying it out, he is compelled to get outside himself and take a genuine interest in other people as individuals.

▼

If we as teachers can lead students to think for themselves and do the right thing because they see that it is right and because they want to live in a country where right rather than might prevails, then we shall have gone a long way towards helping our country to win the peace. For peace will come, as a permanent condition, only after it is first developed in the hearts of men. *It must be within.*

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COLLEGE COMPOSITION AND THE LOWER SCHOOLS

PAUL R. SULLIVAN
Georgetown University
Washington, D. C.

THE ever rising murmur of complaint directed at our college English departments for failure to teach our American students how to write clear, emphatic, and grammatical composition is an easy and even obvious complaint to make but not a wholly just one. The problem is not one that can be completely solved by the college English department, and still less, as some seem to think, by the Freshman English course. The roots lie deep, very deep; they are diseased. No amount of spraying the leaves and buds will cure them. Sensible as it is to devise better methods of saving the leaves and buds in college, it is more sensible to attend to the roots, diseased in the case of English composition because they lie in an unnourished soil, the Junior and Senior High School curriculum. Solution of the problem, then, devolves not only upon the colleges, not only on Freshman English, but also upon the schools preparatory for college.

The writing process is too gradually developed to expect that Freshman English is some kind of magic fertilizer which will inject life overnight into student compositions. Nor is Freshman English some kind of confessional in which composition sins are shrived. The sinner sins again; guidance combined with attendance to counsel is most helpful but the sinner moves but slowly to perfection. Nor is Freshman Composition a panacea. The medicine offered to freshmen is administered almost too late. The student should have been subjected to a health program long before. He should have been bending his mental muscles to an understanding of grammatical patterns long before. The most important exercise work should have been given in the Junior High School; but, alas, the very principle of the Junior High School is "gradual specialization." To get the child to begin reading books is the aim of the Junior High School. He'll learn his grammar functionally. Don't waste time with dry grammar. The student doesn't like it and can see no point in it. Unfortunately neither can many of the teachers. Some of these teachers in a national council meeting recently had criticism to level at syntax and grammar. Blindly, they and the whole Junior High School movement have failed to realize that an understanding of grammar is as primary a step as an understanding of words in the reading process. Patterns of thought convey as much meaning as words themselves. Frequently, it is the pattern of a thought that gives it its correct modulation or implication—in other words its meaning. If this is true of reading, then obviously it is true of writing. The student who has read widely and well is usually the student who writes best. The Junior High School advocates realized only half of the above alternative. They thought that the student who read a great deal would write well. What they overlooked was that he should not merely read but *read well.*

▼

Many senior high schools also skip lightly over grammar. Thinking that the more elementary grades have already taught grammar, the high school English course presents books or a history of English literature so that education may be democratic,—so that all, even those not planning to go on to college, may have equal opportunity to enjoy the pleasures of literature even if they cannot do more to express themselves than to fill out an application form for work.

The root source of the poor writing found in colleges is the Junior High School movement and its influence upon intermediate schools. The movement is just now old enough to show its bad results, its poor fruit. Not much has been done, however, to correct the system as yet. Its principles have a close affinity to this age of specialized fields of endeavor. A suggestion of the continuing influence of this movement occurred not long ago in one of our largest eastern cities—a city with a reputation for having a very good school system. Penmanship in the seventh grade (in Junior High School) was replaced by a study of economics. The theory was that since this era was one dominantly economic, children should study such practical material as economics. All this takes us back even farther than the starting point of this paper: it suggests that the logical conclusions of the Junior High School movemement might be the elimination of any complaint against the colleges for not adequately teaching pupils to write clearly, forcefully, and grammatically; solely because students will not know how to wield a pen, how to form letters in the first place.

The colleges will be more successful teaching writing when the secondary schools realize that they must teach more about fundamental patterns of thought, more of the important and necessary study of grammar and less literature as such. Study of gram-

mar is surely one of the most important steps in the reading and writing process. If the preparatory schools could only see the fruits of their labors, they might more readily apply themselves to instruction in grammar without feeling it unworthy of their attention. This would give the college an opportunity to polish up and complete the process, and to devote more time to its proper level of work. Nor should all this be construed as a shifting of responsibility. Rather it is an effort to see true causes of students' current composition errors.

DON'T SIT UNDER THE APPLE TREE

JEANE CONDER SOULE
Staff Member, Journal of the N.E.A.
Washington

WHETHER you're a rural teacher in a one-room school at Four Corners, a city supervisor in a spacious, modern school that houses over 5,000 boys and girls, a teacher of business education in an Eastern metropolis, or a school administrator in a western town, you may be thinking seriously about what you're going to do when the school bell rings for the last time this year.

Let's listen to the conversation of two middle western teachers.

"Say, Jenny, what are you going to do when school's over next month?" asks Sally Slump, as they round the corner by the post-office.

"Can't quite decide *where* to go, Sally," comes Jenny Hustle's reply. "But I do know *one* thing. I'm going to summer school this year, either here in the middle west or some place different."

"Summer school?" asks Sally in her best thumbs-down manner.

"Yes, Sally, I need extra credits for my master's degree—and besides, it'll be a welcome change from teaching those high school freshmen the fundamentals of Spanish grammar."

"Well, that's okay if you like it, I suppose. But none of that summer school stuff for me. This year I'm not going to do Red Cross volunteer work, or be a Rosie the Riveter, or get a war job with the government. I'm going to take a vacation and really *enjoy* myself," declares Sally with emphasis.

"Oh, come, now, Sally, you know you wouldn't be happy doing nothing—just sitting under an apple tree and smelling the flowers, like Ferdinand!" exclaims Jenny to her friend as they reach the steps of the boarding house where they live.

"Well, you go right ahead and work yourself to death at some college. But when you're cramming for exams, just think of me basking on the golden sands," Sally rubs it in.

▼

We leave Jenny Hustle and Sally Slump to correct their theme papers and arithmetic problems, but their conversation lingers on. If you want to be like Miss Hustle and do something constructive this summer, the following suggestions on where to go and what to do may be helpful to you.

A summer school directory, listing several colleges having summer sessions was published in the April issue of *Business Education* World and a supplement will appear in the May number.

Teachers in nursery schools and elementary grades will be interested in the directory of summer school opportunities compiled by Frances Mayfarth, editor of *Childhood Education*. In the May issue she lists in detail the summer schools to be held in each state with annotations on subjects offered.

If you're a secretary to a school superintendent or principal—or if you intend to be one—here's a tip for you. Teachers College, Columbia University, is holding a Workshop for Secretaries in School and Administration Offices. Write to Willard S. Elsbree, Teachers College, New York 27.

If you live in the middle west and want to take some courses not too far from home, why not try the summer school at Morningside College, Sioux City, Iowa? A twelve-week normal training course for teachers is provided, plus a workshop in rural education, and liberal arts courses. Drake University in Des Moines also offers an attractive program with a wide variety of courses under experienced teachers plus guest artists and lecturers.

If you're a librarian interested in further work, the University of Chicago Graduate Library School should appeal to you. A workshop for school librarians will be conducted by Mildred Batchelder, chief of the School and Children's Library Division, American Library Association.

And there's a unique summer course for anyone interested in Scandinavian work. Augustana College at Rock Island, Illinois, is making available a summer school for Swedish studies and a series of lectures to form a comprehensive "area study" of Sweden. Write to Dean Arthur Wald.

Should New England intrigue you, on the other hand, you might try the University of Connecticut. Courses in Cultural Diversity and World Order, International Problems and World Peace, and many other subjects are among the in-

XUM

teresting topics you can study. Both teachers and administrators will find a wide variety of courses, including some in visual education, guidance, measurements, remedial reading and music, at Boston University's summer session. If your specialty is language or English, you might consider the summer language schools at Middlebury College, Middlebury, Vermont, or the nearby Breadloaf School of English.

Florida teachers might want to attend the workshop on Spanish and Portuguese at the University of Florida during the first term of the summer session. Another workshop with an Inter-American theme will be held in California at Stanford University.

In cooperation with the National Society for the Prevention of Blindness, five colleges are offering courses for teachers of the partially seeing child. If you are interested in this field, you might consider Wayne University, Detroit, Michigan; the University of Wisconsin, Madison; Teachers College, Columbia; the University of Oregon, Portland, Oregon; or Indiana State Teachers College, Terre Haute.

We hope the foregoing list has been helpful and suggestive and will make you want to buckle down to studies instead of joining Miss Slump under her apple tree. Good luck—and happy hunting!

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The News Digest

OF EDUCATION IN ACTION

Institute on Japan Planned for Wellesley

WELLESLEY, MASS.—In order to understand some of the problems facing the United Nations in the post-war settlement of the Far East, Wellesley College will hold an institute on Japan next college year under the auspices of the Mayling Soong Foundation. Special lecturers will be invited to speak on the economic, social and political phases of present-day Japan.

Faculty and student members of the departments of sociology, economics, political science, history and geography will take part. The program will begin with a study of Japanese village life and will proceed to an analysis of the Government of Japan, its evolution and its accompanying economic system. Some consideration will be given to Shintoism with its effect on Japanese thinking and philosophy. The institute will also study the various plans proposed for Japan's future after the war.

Southern Students Resolve for Peace

RALEIGH, N. C.—A conference to "defend the ideals of human justice, freedom and democratic action" was formed by students from fifty colleges and universities in thirteen Southern States at a conference held recently at the University of North Carolina.

Members of the group pledged themselves to disseminate information, inspire action and serve as an organ of expression for the students of all the Southern colleges and universities who subscribe to the principles of Bretton Woods, Dumbarton Oaks and the World Security Conference at San Francisco.

The student conference adopted resolutions asserting that agreements drawn up at the San Francisco meeting should include provision for the reexamination and revision of the machinery for international cooperation within five years of the date of establishment of the security organization. It also proposed that provisions be considered to amend the agreements made at San Francisco by less than unanimous consent, and that power to function in all matters be given to the General Assembly.

L. L. Bethel of New Haven Heads Junior College Group

WASHINGTON, D. C.—Lawrence L. Bethel, Director of New Haven YMCA Junior College, Connecticut, has been elected president of the American Association of Junior Colleges for 1945-46. On account of cancellation of the twenty-fifth annual meeting of the Association, which had been scheduled for St. Louis in February, the election was held by mail in March.

Other officers were elected as follows: Vice-President, Rosco C. Ingalls, Los Angeles City College, California; Executive Secretary, Walter C. Eells, Washington, D. C.; Convention Secretary, Theodore H. Wilson, University of Baltimore Junior College, Maryland; new members of executive committee: Roy W. Goddard, Rochester Junior College, Rochester, Minnesota; Joseph E. Burk, Ward-Belmont Junior College, Tennessee.

The annual report of the Executive Secretary shows 517 members, the largest membership the Association has ever had, even though 90 junior colleges have been forced to suspend on account of wartime conditions.

The median salary of instructors in publicly controlled junior colleges in the United States is $2,395. In privately controlled junior colleges it is $1,587. These figures are taken from a monograph, "Junior College Salaries in 1941-42," just published by the American Association of Junior Colleges, Washington, D. C.

High School Boys Learn Dairying

AMHERST, MASS.—High school boys without previous farm experience are taking a week off to learn dairy farm work—all the way from teaming or tractor repair to bottling milk—in a special course at the Massachusetts State College.

In the first two weeks of the course, 37 boys have been enrolled. Until the close of school, they will work week-ends on farms where they have been placed, and then they will report for the entire summer vacation period.

Studies Parent Interest In School News

PITTSBUGH, PA.—Parents, as readers of newspaper information concerning the public schools, are more interested in news about the health of the children than in any other phase of the school's activities, according to a study prepared by Dr. William J. Thomas at the University of Pittsburgh. Dr. Thomas found that news concerning "value of education," "methods of instruction," "courses of study" and "behavior and discipline," constitute with "health of pupils" the five subjects of highest relative interest to parents. Parents were least concerned about school building programs, extra-curricular activities or athletics.

"Races of Mankind" Posters Now Available

Sets of fifteen 18″ x 20″ posters, giving scientific evidence of the unity of the human race, are now available

for classroom use. Designed to dispel the Hitler myth by comparing the white, black and yellow races and answering important questions, the sets may be obtained from Mrs. Edmonia W. Grant, Director of Education, Race Relations Division, American Missionary Association, 287 Fourth Avenue, New York 10, New York. The price, including mailing costs, is $5.00 per set.

Liberated Nations Resent Educational Missionaries

NEW YORK.—Post-war educational plans for sixteen of the United Nations as outlined by their respective leaders in the 1944 Educational Yearbook, issued by the International Institute at Teachers College, Columbia University, do not include a welcome for foreign teachers to aid in the restoration of the schools. The reports are almost unanimous in stressing the importance of developing anew, with intelligent modifications, the educational systems which were indigenous to their various cultures before the war.

The writers, who are qualified to speak with authority for their countries, admit that reforms are needed within their individual systems, but they are most emphatic in rejecting the necessity for "outsiders" to help make these changes. Even for Poland and Czechoslovakia, where the educational systems have been destroyed, the tenor of the articles denies the need for educational "missionaries" to assist in the rebuilding program.

Rutgers Returns To Semester System

NEW BRUNSWICK, N. J.—Beginning in September, Rutgers University will discontinue the quarterly terms inaugurated in July, 1943, and return to pre-war semesters. This move is in keeping with similar action by many other institutions which had adopted the quarter system during the war, but it will not mean an end to the accelerated academic program. Rutgers will continue to offer summer courses that will permit students in most curricula to complete their training in three calendar years.

Radio Education Must Entertain

BOSTON, MASS.—Radio in any form must be entertaining—and this includes education over the air—John Salt of the British Broadcasting Corporation, New York office, told the second annual spring conference of the Radio Council of Greater Boston.

In a panel discussion of "Education and Radio" at Boston University College of Business Administration, Mr. Salt contended that "it is entirely wrong to separate radio into categories of programs some of which are entertaining and some of which are not.

"The problem of education in radio," he added, "is not so much the category as the approach." If the schools are to play a part in radio they must produce some programs, Mr. Salt said. He delivered his talk, incidentally, in the radio department of Boston University, which has sound-proofed studios and equipment for classroom study of radiocasting technique.

Officers on Border Must Learn Spanish

EL PASO, TEXAS.—In the interest of greater understanding and closer relations between military personnel of the United States and Mexico, Lieut. Gen. George Grunert has ordered officers and noncommissioned officers of all Eastern Defense Command units stationed along the border to become proficient in conversational Spanish.

In compliance with General Grunert's orders, courses of instruction have been started at Eastern Defense Command installations at San Antonio, Laredo and El Paso, Tex. Classes are also open to enlisted men who are not noncommissioned officers, but their attendance at classes is optional.

At the conclusion of the instruction period, examinations in conversational Spanish will be given. Personnel who fail to make passing grades will be assigned to stations where a knowledge of Spanish is not considered essential.

Springfield Neighbor Plan Gets Into Movies

NEW YORK.—The Bureau for Intercultural Education sends the following announcement:

A new Warner Brothers movie short, "It Happened in Springfield," is now available to commercial moving picture theatres. You will want to see it.

This picture does not glorify the Springfield Plan. It dramatizes an idea by telling a story. Aimed at "Mr. Averageman" and set in "Anytown" in the United States, the film poses a problem and offers a solution.

Leaders Cite Remedies For Teacher Shortage

BOSTON.—Miss Marie Gearan, Director of Training at the Fitchburg Teachers College, told members of the Massachusetts Parent Teacher Association that present needs demand that eight in every 100 high school graduates engage in some phase of the education profession.

"The teachers colleges saw the teacher shortage coming as far back as 1940," she said, "but we could get nobody to believe us then. Even the school principals scoffed at the idea. Now it looks as though something positive might be done."

Dr. Winifred Bain, President of Wheelock College, who shared the platform with Miss Gearan, said that among remedies for the teacher shortage were recognition of teaching as a profession equal in importance with the law and with medicine. "And since I'm prejudiced anyway," she added, "I have no hesitation in saying I think it is even more important than either or those two."

She urged keeping standards for teachers high. "Young people are challenged by a difficult job," she said, "and you will attract more of them into the teaching ranks by making high demands upon them than you would by lowering the standards."

Lastly she urged a building up of community recognition of the importance of the teacher.

Salaries for teachers were rising, several speakers asserted, and Miss Gearan reported that of 20 girls about to graduate from the State Teachers' College at Fitchburg this summer, not one is being offered less than $1,400 a year salary, although the minimum salary, according to State law, is $1,000.

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Points to Need for Universal Science Language

CRAWFORDVILLE, IND.—Dr. Duane Roller of Wabash College thinks that science needs a common language "if the results of research are to be made promptly and readily available." He presents his arguments in *Science.*

In 1921 the British Association for the Advancement of Science concluded that an invented language, like Esperanto, would be more practicable than either a dead language or a modern one. In the same year the American Association for the advancement of Science advocated a study of the subject and an authoritative international agreement on lingustic details and the practical measures to be taken. Since then the demand for a world language has been reiterated.

Like some others who have discussed this subject of late, Roller thinks that English should be the international auxiliary language. Though he does not say so, the growing importance of English and American universities is one reason. A generation ago the scientist who could not read German was at a disadvantage. In the last twenty years more and more Europeans have enrolled in English and American universities, and the trend is bound to increase after the war. In fact, English is already as important to a scientist of any country as German ever was.

Roller suggests that if we are to make English an international language authors and editors of abstracts and research papers should "become thoroughly conscious of all readers in their own fields." Next he wants "a basic vocabulary upon which all authors and readers can rely." Something like this has already been done. "Certainly all abstracts of technical papers should from now on be written in Basic English," says Roller.

Find out if your local theatre is planning to show it. Tell your friends and colleagues about it. Suggest to organizations and individuals that they ask their local theatres to show "It Happened in Springfield." Public interest in this film will encourage Hollywood to do others.

Short Reading Conference At Claremont Colleges

CLAREMONT, CAL.—From July 9 to July 13, a reading conference for teachers and administrators will be held at Claremont Colleges under the direction of Doctor Peter L. Spencer. The theme will be the individual factors which affect reading and learning. This will be the thirteenth annual conference to be sponsored by the Alpha Iota Chapter of Pi Lambda Theta, in cooperation with the colleges.

A Superintendent with Troubles All His Own

Two press dispatches from Hamilton to the Kansas City Times a week apart indicate that School Superintendent Earl Neale has quite a variety of jobs, caused by manpower shortage, the war, and what not. At least his is not a monotonous day.

The two dispatches:

HAMILTON, MO.,—Superintendent of Schools Earl Neale probably thought that he had a hard work schedule, with additional teaching load resulting from a teacher shortage this year. But that was just the beginning for he has recently had the job of firing and cleaning the furnace, due to the illness of the janitor of the high school building.

HAMILTON, MO.—The last call for induction into the armed forces took two employees from the Hamilton schools, Robert Gaume, athletic coach at the high school, and Benson Harper, driver of a school bus. The school superintendent, Earl Neale, will take over the bus driving, while his wife will teach one of his high school classes, to lighten his schedule.—*Missouri Schools.*

Former Schoolman Released From Jap Prison Camp

SPRINGFIELD, MASS.—Mr. and Mrs. B. E. Merriam have been liberated from a civilian internment camp in Manila and hope to return to this country shortly, according to a letter received by relatives in Springfield.

Mr. Merriam was for some time Superintendent of Schools in Bellows Falls, Vermont, and Rockingham, Massachusetts. As a Y. M. C. A. Secretary he served for a number of years in Manchuria before being transferred to Manila in 1926.

Bowdoin Head Honors Roxbury Latin School

ROXBURY, MASS.—Dr. Kenneth C. M. Sills, president of Bowdoin College, recently presented a copy of the school's 150-year-old charter, granted in 1794, to the Roxbury Latin School in connection with the preparatory school's 300th anniversary.

Dr. Sills stressed the importance, not only of scholastic foundations, but also of good mental habits that will help the student get a good start in his college career. He said that the Latin School had been turning out this type of student twice as long as Bowdoin has been accepting them.

He praised the school for maintaining its high standards of preparatory education through 300 years of war and peace, prosperity and depression and changing standards of intellectual thought.

Sarah Lawrence To Drop "Junior"

BRONXVILLE, N. Y.—Sarah Lawrence College, one of the first women's junior colleges in the East, announced at its seventeenth annual commencement that after the academic year 1945-46 it would cease granting diplomas for the completion of two years' study and would award only the Bachelor of Arts degree for four years' work.

Opened in 1928 as a junior college with progressive and experimental curriculum, Sarah Lawrence obtained authorization from the State Board of Regents in 1931 to grant Bachelor of Arts degrees. The four-year course has become increasingly popular, especially since the wartime trend toward higher education for women. Although eighty-two students were entitled to obtain two-year diplomas, only eleven chose to receive them. Forty-one young women received the Bachelor of Arts degrees.

Los Angeles Teachers Ask 18 P.C. Raise

LOS ANGELES, CALIF.—An increase averaging about 18 per cent in teachers' basic pay is proposed for Los Angeles city schools' 1945-46 budget by the Affiliated Teachers' Organization of Los Angeles, an in-

dependent organization claiming a membership of 6000 of the schools' 10,000 certificated employes.

The pay boost is being urged before the school administration's compensation, policy and regulations committee on the contention that living costs have risen 28 per cent and teachers have been given added duties without a chance for reclassification since present pay schedules were set, Miss Mary Ellen Dickison, chairman of the A.T.O.L.A., said.

Should the committee act favorably, it would refer the proposal to the board's budget and finance committee for inclusion in the tentative 1945-46 budget which the latter committee soon will begin drafting.

An increase each year for 10 years for permanent elementary teachers is provided in present schedules, resulting in basic pay ranging from $165 to $273 a month for 10 months, Miss Dickison said. A $25 monthly wartime bonus also is being paid, subject to revocation by the board when war ends.

Permanent high school teachers' present pay schedules range from $185 to $305, with the maximum, including the wartime bonus, being $329 monthly, the A.T.O.L.A. chairman said.

A pending State bill would establish an $1800 minimum in California for elementary teachers, but whether the wartime bonus would raise this or be taken into account in setting it, Miss Dickison did not know.

Connecticut Finds Many Obsolete School Houses

HARTFORD, CONN.—The State Department of Education, reporting on its survey, declared recently that more than 40 per cent of Connecticut's public school buildings were "obsolete and should be replaced."

The study showed that 377 buildings among the 902 public schools in the state were "outmoded and in some instances of questionable safety." Approximately one-third of the 902 buildings, the survey disclosed, were 50 or more years old.

The list of obsolete buildings also included 219 one and two-room schools and 13 high schools and were spread among 142 of Connecticut's 169 cities and towns.

State Labor School To Open at Cornell

ALBANY. N. Y.—With the signing of the Ives bill providing $200,000 for the establishment of the first School of Industrial and Labor Relations in the country, New York State has embarked upon a far-reaching program in the field of higher education. Members of labor and industry will work closely together to analyze the problems that are found in the economic world.

To be located at Cornell University, the school, which is to open next fall, is designed to fill an educational need in the labor field. Stress will be given to the history and principles of sound industrial and labor relations, the rights and obligations of employers and employes, the history and development of industrial practices, and other phases of industrial, labor and public relations of employers and employes tending to promote unity and the welfare of the people generally.

Three types of instruction will be available: a regular resident four-year curriculum for resident students; an extension program and short on-campus courses. A library of fact and opinion on industrial and labor relation problems will be provided; a continuing program of research in labor and management fields is also planned under the legislation.

Although New York is the first State to establish a labor school, many colleges and universities throughout the United States are now offering courses in this field.

School Board Quits in Protest

TARRYTOWN, N. Y.—Irked by the charges that it had failed to maintain high scholastic and sanitation standards in its schools, the entire Board of Education of School District 1 of Greenburgh, embracing most of Tarrytown and Glenville, resigned recently. Each member had served from ten to twenty-seven years.

"We deem this action advisable," the resignation said, "in view of the

many false and unfounded charges, insinuations and criticisms being publicized through the district. No member of the present board has any desire to perpetuate himself in office if the best interests of the district are not well-served thereby."

A new board was elected and took office a few days later without interruption to teachers' salaries or general school operations.

Action Delayed on Boston Teacher Pay

BOSTON, MASS.—At a meeting of municipal finance officials and civic leaders called by Mayor Kerrigan to discuss initial salary increases for teachers recommended by the Boston School Department, which would cost about $400,000 this year and increase the 1945 tax rate 35 cents, Robert E. Cunniff, secretary of the Boston Finance Commission, declared that body could take no action until the proposals had been discussed with the school committee.

Mayor Kerrigan said he understood the salary recommendations which were presented by Michael J. Downey, assistant superintendent of schools, and call for a $144 increment to all women teachers this year, were in line with suggestions in the Strayer report.

It is understood that the Boston Finance Commission has sought, so far unsuccessfully, to meet with the school committee to challenge the proposed raises on the ground that they do not conform with the Strayer recommendations, as purported.

Further Education Recommended for Veterans

CAMBRIDGE, MASS.—There will be a dangerous shortage of trained men in industry and the professions, Dr. James B. Conant, president of Harvard, predicts, unless great numbers of servicemen complete their education after the war.

"The country has an unfilled obligation to those returning from the front," he said in a discussion of postwar educational problems in a recently issued servicemen's booklet, "What About Harvard?"

"We must also make up the devastating shortage of civilian occupations resulting from many years of war. The nation dares not neglect the talent and skills of an entire generation."

Dr. Conant saw two major obligations as a challenge for each institution:

1. To adapt its normal requirements to the individual conditions of those who have spent up to five years in the services.

2. To give its soundest advice to every member of the armed forces who seeks information; to tell him whether or not it is in his own best interest to undertake the line of study he has planned.

"If a man spends years struggling with a subject unsuited to his talents and unlikely to lead toward his success in later life, he will have a just grievance against our educational system. A democracy cannot be built by putting square pegs in round holes."

Grins Between Grinds

NIGHT ON THE RAILS

They tell about the man who found himself, because of the room shortage, staying at a hotel opposite the railroad station in a western city. He tried to sleep, but every time he dozed off another train pulled into the station with a lot of noise. At last he picked up the telephone beside his bed and called for the room clerk.

"Will you please tell me," he asked with elaborate sarcasm, "when this hotel pulls into Chicago?"

NOT HIS WORRY

Prof.—Young man, how many times have I told you to get to this class on time?

Student—I don't know. I thought you were keeping score.

POOR LO

When United States Army engineers penetrated the northern wilds of Canada, noncommissioned officers lined the men up for calisthenics. Unknown to them, an Indian was watching from the undergrowth. The engineers were the first American soldiers the Indian had ever seen.

When he was discovered and brought from his hiding place, he explained why he had not come out in the open. He had thought the exercise was a war dance.

ADVANCING FAST

Mrs. Heer—How's George doing in the army?

Mrs. Phone—Oh, fine. He's reached the grade of AWOL and next they're going to make him a court-marshall.

CONDITIONED LEARNING

A rookie saw three stars on a staff car and walked up to the stern-faced man sitting in the back.

Said the rookie: "I'd like to congratulate you on having three sons in the service."

COMPLICATIONS

Visitor (in war plant): Look at that youngster, the one with the cropped hair, leather jacket, and trousers on. It's hard to tell whether it's a boy or girl.

War Worker: She's a girl, and she's my daughter.

Visitor: My dear sir, do forgive me. I would never have been so outspoken if I had known you were her father.

War Worker: I'm not her father; I'm her mother.

THROUGH YOUNG EYES

Columbus was the subject of the teacher's lecture, which she concluded with, "And all of this happened over four-hundred years ago."

Little Henry turned to his neighbor and whispered, "Gee, what a memory!"

THOSE OLD RIVALS

Californian—Now in my state we can grow a tree that size in about a year. How long did it take you to grow that one?

Floridan—Can't say for sure, but it wasn't there yesterday.

SHEEP NOT AT HOME?

Reporting a fire at the stock yards in Brighton, the Boston Herald stated: "Eleven calves, a cow and a horse were rescued yesterday when fire broke out in a sheep shed." No wonder the market men can't tell what meat they're going to have for you, if any.

NOT A WORSHIPPER

"And what is the child's name?" asked the minister.

"Shirley," replied the father.

"Shirley?"

"Yes, sir, after the famous Shirley Temple."

"Yes, yes, of course," said the minister. Let's see, who's the preacher there now?"

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